



# CAUD802

## Adult Hearing Assessment

S1 Day 2019

*Dept of Linguistics*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff  
convenor

Lindsey Van Yper

[lindsey.vanyper@mq.edu.au](mailto:lindsey.vanyper@mq.edu.au)

convenor

Mridula Sharma

[mridula.sharma@mq.edu.au](mailto:mridula.sharma@mq.edu.au)

Contact via 4863

S2.6, Rm 3.436

Credit points

4

Prerequisites

Admission to MClinaudiology

Corequisites

CAUD803 and CAUD804 and CAUD819

Co-badged status

Unit description

This unit will: - provide an understanding of the theoretical framework of psychoacoustics underlying hearing threshold, hearing loss and related audiometric concepts; - equip students with skills required to perform standard audiometric assessments of adults and older children, including otoscopy, pure tone audiometry, speech discrimination testing, clinical masking, and acoustic immittance; and - facilitate the development of problem-solving and clinical integration skills for interpretation of audiological information, appropriate clinical decision making and referral.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Students will be able to explain the theoretical framework of psychoacoustics underlying hearing threshold, hearing loss and related audiometric concepts.

Students will be equipped with the skills required to perform basic audiometric assessments of adults and older children, including otoscopy, pure tone audiometry, speech discrimination testing, clinical masking, and acoustic immittance. The clinical application of speech recognition testing and acoustic immittance testing in an adult population is also discussed.

Students will be able to apply problem-solving strategies to make clinical decisions and to integrate and interpret audiological information.

## Assessment Tasks

Name	Weighting	Hurdle	Due
Quiz	20%	No	Week 5
Clinical-based exercise	20%	No	week 8
Clinical-based exercise	20%	No	week 11
Exam	40%	No	Examination period

### Quiz

Due: **Week 5**

Weighting: **20%**

The aim of the quiz is to assess your understanding of various aspects of psychoacoustics such as loudness, pitch, hearing and principles underlying masking.

#### Key references:

Moore, Brian CJ, and Brian C. Moore. *An introduction to the psychology of hearing*. Vol. 5. San Diego: Academic press, 2003.

Moore, Brian CJ, ed. *Hearing*. Academic Press, 1995.

Yost, William A., and Robert S. Schlauch. "Fundamentals of hearing: an introduction." *The Journal of the Acoustical Society of America* 110.4 (2001): 1713-1714.

This Assessment Task relates to the following Learning Outcomes:

- Students will be able to explain the theoretical framework of psychoacoustics underlying hearing threshold, hearing loss and related audiometric concepts.

On successful completion you will be able to:

- Students will be able to explain the theoretical framework of psychoacoustics underlying hearing threshold, hearing loss and related audiometric concepts.

## Clinical-based exercise

Due: **week 8**

Weighting: **20%**

This essay aims to assess your understanding of the principles underlying audiological assessment. The details of the essay will be provided to you at the beginning of the semester. It will be assessed according to the assessment criteria outlined.

This Assessment Task relates to the following Learning Outcomes:

- Students will be equipped with the skills required to perform basic audiometric assessments of adults and older children, including otoscopy, pure tone audiometry, speech discrimination testing, clinical masking, and acoustic immittance. The clinical application of speech recognition testing and acoustic immittance testing in an adult population is also discussed.
- Students will be able to apply problem-solving strategies to make clinical decisions and to integrate and interpret audiological information.

On successful completion you will be able to:

- Students will be equipped with the skills required to perform basic audiometric assessments of adults and older children, including otoscopy, pure tone audiometry, speech discrimination testing, clinical masking, and acoustic immittance. The clinical application of speech recognition testing and acoustic immittance testing in an adult population is also discussed.
- Students will be able to apply problem-solving strategies to make clinical decisions and to integrate and interpret audiological information.

## Clinical-based exercise

Due: **week 11**

Weighting: **20%**

This essay aims to assess your understanding of the principles underlying audiological assessment. The details of the essay will be provided to you at the beginning of the semester. It will be assessed according to the assessment criteria outlined.

This Assessment Task relates to the following Learning Outcomes:

- Students will be equipped with the skills required to perform basic audiometric assessments of adults and older children, including otoscopy, pure tone audiometry, speech discrimination testing, clinical masking, and acoustic immittance. The clinical application of speech recognition testing and acoustic immittance testing in an adult

population is also discussed.

- Students will be able to apply problem-solving strategies to make clinical decisions and to integrate and interpret audiological information.

On successful completion you will be able to:

- Students will be equipped with the skills required to perform basic audiometric assessments of adults and older children, including otoscopy, pure tone audiometry, speech discrimination testing, clinical masking, and acoustic immittance. The clinical application of speech recognition testing and acoustic immittance testing in an adult population is also discussed.
- Students will be able to apply problem-solving strategies to make clinical decisions and to integrate and interpret audiological information.

## Exam

Due: **Examination period**

Weighting: **40%**

The aim of the exam is to integrate the theory learned in this unit with clinical cases. This exam will be 3 hours in duration.

This Assessment Task relates to the following Learning Outcomes:

- Students will be able to explain the theoretical framework of psychoacoustics underlying hearing threshold, hearing loss and related audiometric concepts.
- Students will be equipped with the skills required to perform basic audiometric assessments of adults and older children, including otoscopy, pure tone audiometry, speech discrimination testing, clinical masking, and acoustic immittance. The clinical application of speech recognition testing and acoustic immittance testing in an adult population is also discussed.
- Students will be able to apply problem-solving strategies to make clinical decisions and to integrate and interpret audiological information

On successful completion you will be able to:

- Students will be equipped with the skills required to perform basic audiometric assessments of adults and older children, including otoscopy, pure tone audiometry, speech discrimination testing, clinical masking, and acoustic immittance. The clinical application of speech recognition testing and acoustic immittance testing in an adult population is also discussed.
- Students will be able to apply problem-solving strategies to make clinical decisions and

to integrate and interpret audiological information.

## Delivery and Resources

There is a mix of online learning, face-to-face consolidation classes, and practical components in this unit.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://stu>

[dents.mq.edu.au/support/](https://dents.mq.edu.au/support/)

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](https://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](https://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

### Learning outcomes

- Students will be equipped with the skills required to perform basic audiometric assessments of adults and older children, including otoscopy, pure tone audiometry, speech discrimination testing, clinical masking, and acoustic immittance. The clinical application of speech recognition testing and acoustic immittance testing in an adult population is also discussed.
- Students will be able to apply problem-solving strategies to make clinical decisions and

to integrate and interpret audiological information.

## **Assessment tasks**

- Clinical-based exercise
- Clinical-based exercise
- Exam

## **PG - Discipline Knowledge and Skills**

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

## **Learning outcomes**

- Students will be able to explain the theoretical framework of psychoacoustics underlying hearing threshold, hearing loss and related audiometric concepts.
- Students will be equipped with the skills required to perform basic audiometric assessments of adults and older children, including otoscopy, pure tone audiometry, speech discrimination testing, clinical masking, and acoustic immittance. The clinical application of speech recognition testing and acoustic immittance testing in an adult population is also discussed.
- Students will be able to apply problem-solving strategies to make clinical decisions and to integrate and interpret audiological information.

## **Assessment tasks**

- Quiz
- Clinical-based exercise
- Clinical-based exercise
- Exam

## **PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:



## Learning outcomes

- Students will be able to explain the theoretical framework of psychoacoustics underlying hearing threshold, hearing loss and related audiometric concepts.
- Students will be equipped with the skills required to perform basic audiometric assessments of adults and older children, including otoscopy, pure tone audiometry, speech discrimination testing, clinical masking, and acoustic immittance. The clinical application of speech recognition testing and acoustic immittance testing in an adult population is also discussed.
- Students will be able to apply problem-solving strategies to make clinical decisions and to integrate and interpret audiological information.

## Assessment tasks

- Quiz
- Clinical-based exercise
- Clinical-based exercise
- Exam

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

## Learning outcomes

- Students will be equipped with the skills required to perform basic audiometric assessments of adults and older children, including otoscopy, pure tone audiometry, speech discrimination testing, clinical masking, and acoustic immittance. The clinical application of speech recognition testing and acoustic immittance testing in an adult population is also discussed.
- Students will be able to apply problem-solving strategies to make clinical decisions and to integrate and interpret audiological information.

## Assessment tasks

- Quiz
- Clinical-based exercise
- Clinical-based exercise

- Exam

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcomes

- Students will be able to explain the theoretical framework of psychoacoustics underlying hearing threshold, hearing loss and related audiometric concepts.
- Students will be equipped with the skills required to perform basic audiometric assessments of adults and older children, including otoscopy, pure tone audiometry, speech discrimination testing, clinical masking, and acoustic immittance. The clinical application of speech recognition testing and acoustic immittance testing in an adult population is also discussed.
- Students will be able to apply problem-solving strategies to make clinical decisions and to integrate and interpret audiological information.

### Assessment tasks

- Clinical-based exercise
- Exam

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

### Learning outcomes

- Students will be equipped with the skills required to perform basic audiometric assessments of adults and older children, including otoscopy, pure tone audiometry, speech discrimination testing, clinical masking, and acoustic immittance. The clinical application of speech recognition testing and acoustic immittance testing in an adult population is also discussed.
- Students will be able to apply problem-solving strategies to make clinical decisions and

to integrate and interpret audiological information.